

Standards-Based IEPs

Assuring Access to the General
Education Curriculum for Students
with Disabilities



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Changing Times, Perspectives, and Practices



- High **standards** for the achievement of all students;
- **Assessment** of achievement relative to these standards; and
- School **accountability** for student performance.



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Source: Nolet & McLaughlin, 2000

Origins of Standards-Based Reform

- A Nation at Risk (1983) – contained sharp criticism of education practice in this country.
- A shift in thinking about why some students fail in school.
- Continued refinement of educational initiatives encompassed within Title 1 of the Elementary and Secondary Education Act (Improving America's Schools Act, Goals 2000, No Child Left Behind)



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How do students with disabilities fit into this school reform picture?



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Why Standards?

- They provide a framework for teaching the content at each grade level/subject
- They guide instructional planning
- They delineate an educational sequence to learning at each grade level or subject
- They establish high expectations for student outcomes



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*“Standards are created
because they improve the
activity of life”*

Ravitch, 1995, pg. 9



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Are National Standards on the Horizon?

Published Online: June 11, 2009

COMMENTARY

The Time for National Content Standards

By Andrew C. Porter and Morgan S. Polikoff

Published Online: March 2, 2009
Published in Print: March 4, 2009

National Standards Gain Steam

Governors' Embrace Rooted in Competitiveness Concerns

By David J. Hoff

Published: August 19, 2009

Do National Standards Make Sense?

By Dan Brown

Published Online: August 17, 2009

Evolving National Standards

A Plan Without Political Fallout

By Marcus Winters



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Alignment Between NCLB and IDEA

Concept/Issue	NCLB	IDEA
Instructional priority	Academics	Academics, behavior, life skills, etc.
Focus of assessment	Endpoint, single primary measure	Entry point: present levels of performance
Valued metric	Group-centered, AYP	Individual
Focus of goals	System, uniform	Individualized, modified

Yell et al., 2006



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Standards and Students with Disabilities

- Used as a framework for teaching, the standards tell teachers WHAT to teach, not HOW to teach. Because the content standards do not prescribe HOW to teach, this distinction allows for differentiated instruction to address the diversity among students.

Cortiella, C. (2008)



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Some Challenges to Implementation

- “Access” to the general education curriculum is not clearly defined in the law, making it difficult to put this idea into practice.
- Many teachers were prepared prior to these requirements, and need support to shift their practice.
- Many students with disabilities are currently not exposed to this content because they are pulled out for remediation and non-grade level instruction.
- This creates a situation in which **students with disabilities may be assessed on content they have not yet had the opportunity to learn.**



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Standards-Based IEPs



are seen as a strategy to provide a roadmap for curriculum “access”.



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Definition of Terms



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Standards-Based IEP

- ...a **process** and **document** that is framed by the state standards and that contains annual goals aligned with, and chosen to facilitate the student's achievement of, state grade-level academic standards.

Source: Ahern, 2006.

Standards-based IEPs DO NOT
preclude the inclusion of
individual goals and objectives
focused on skills not
encompassed by the Standards
Framework (e.g., social,
vocational, adaptive behavior).



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Access to the General Education Curriculum

“Educational planning for students with disabilities has, as its foundation, the curriculum being taught within the district and that curriculum be presented at a level and in a manner in which students with disabilities can acquire the content.”

Source: Hehir, 1999

Looking at the Component Parts

- The **general education curriculum** is the curriculum that is used for students without disabilities
- **Access** – providing a means to make the curriculum “reachable” to students with disabilities



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Demonstrated Benefits of a Standards-Based IEP

- Improved exposure to subject matter in the general education curriculum
- Greater collaboration between special and general education teachers, working to implement standards-based IEPs
- Greater focus on high expectations; less focus on academic deficits
- Changes in teacher's instructional practices to ensure access to curriculum content for students with diverse needs and abilities
- Improved use of academic interventions, accommodations, and test data

Source: McLaughlin et al., 1999; Quenemoen et al., 2001; Thompson et al., 2001



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Looking at IEP Development through a Standards-Based Lens



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Present Level of Performance

- A statement of the student's present **levels of academic achievement and functional performance** (PLAAFP) including how the student's disability affects the student's **involvement and progress in the general education curriculum**.
- Student skills/performance must be measured in terms of the standards-based curriculum. Disabilities must be considered in terms of barriers to access that they create.



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Measurable Annual goals

- A statement of **measurable annual goals**, including academic and functional goals, designed to meet the student's needs that result from the student's disability to enable the student to be **involved in and make progress in the general education curriculum**;
- Measurable academic goals reference skills in the standards-based curriculum.



Year 09-10 School All Schools

Casey, Maggie M

Grade: PK #123505 DOB: 11/13/2005 Gender: F

Summary Team Members Documents Contact Log

Save Save & Continue Delete Print New Plan Goal

Plan Outline mtIEP

Individualized Education Plan

Student Information

Guardian Information

Strengths/Concerns/Interests

Consideration of Special Factors

PLAAFPs/MAGs

Progress Report Frequency

Special Education Services

Related Services

State Reported Data (6-21)

Least Restrictive Environment

Supp. Aids and Services

Statewide Assessments

Districtwide Assessments

Extended School Year

Need for Reevaluation

Access. and Responsibilities

IEP Approval

Meeting Participants

IEP Notes

PLAAFPs/MAGs

Area of Need - PLAAFP Statement

Service Area of Need

Present Level of Academic Achievement and Functional Performance:
Describe the academic, developmental and functional strengths and needs of the student and how the disability affects involvement and progress in the regular curriculum or, for preschool children, involvement in appropriate activities. Test scores alone are insufficient.

Measurable Annual Goals

Describe academic and functional goals to meet the student's identified needs and enable the student to be involved in and make progress in the regular education curriculum. Clearly specify the desired level of achievement.

This goal will be part of an Extended School Year service: ☐

Add PlanGoal



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Services Required

- A statement of **special education and related services and supplementary aids and services**, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, that will be provided to enable the student to advance appropriately toward attaining the annual goals and to be **involved in and make progress in the general education curriculum**.
- Special education, related services, and supplementary aids and services should be examined from the perspective of access, rather than alternative or remedial curricula.



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Special Education Services

Service Provided	Time	Start Date	End Date
Reading	90.0	08/28/2009	08/27/2010

Special Education Service Editor

*Service	<input type="text"/>
*Service Setting	<input type="text"/>
*Service Position	<input type="text"/>
Service Provider	<input type="text"/>
*Start Date:	08/28/2009
*End Date:	08/27/2010
*Minutes per week	0

Display on Print ☒

Supplementary Aids and Services

List the specific accommodations, modifications, supplementary aids and services, assistive technology or other forms of support to enable children with disabilities to be educated with children without disabilities. Include program modifications or supports for teachers, related service providers, transportation providers and others working with this student. List the regular education classes, other education-related settings, and extracurricular and nonacademic settings, where accommodations/ modifications are needed.

☐ Not needed



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Examples

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Betty

DOB 12/15/1998 SCHOOL YEAR 2008 - 2009 GRADE 4 -

IEP INITIATION/DURATION DATES FROM 08/14/2008 TO 05/26/2009

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN EXTENDED SCHOOL YEAR SERVICES.

STUDENT PROFILE

Betty will be entering the fourth grade at Smallville Elementary School in the fall. She will be included in all general education classes with accommodations. At this time she is exhibiting fewer hyperactive behaviors and is able to focus and remain on task with supports during the school day. Betty has been experiencing difficulty in achieving grade level academic content standards in the area of math. Currently, she is working toward third grade standards.

Betty takes great pride in her work. All assigned tasks are generally completed when she is provided with additional time to complete assignments. She also requires additional time to take tests.

Achievement test scores indicate Betty is on grade level in reading and below average in the area of math, particularly in the area of spatial problems. On the Stanford 10 and the Alabama Reading & Mathematics Test (ARMT), Betty solved addition and subtraction problems, including word problems. She was also able to divide whole numbers and make change up to \$1.00. She had difficulty completing geometric problems. Betty could not specify locations on a coordinate grid or analyze data. She appears to have difficulty with spatial problems and transferring items from a concrete form to an abstract form. Betty's problems in math affect her ability to comprehend the required content (graphs, angles and spatial problems) at her current grade level.

Her teachers report she gets along well with her peers. She does not initiate responses in class, but will respond upon request.

Betty's parents are very involved in her academic work. They assist with homework and have provided tutoring when needed. Her parents are concerned with her limited progress in mathematics.



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Source: AL Dept of Ed

STUDENT'S NAME: Betty

AREA: Math

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Betty has not attained all of the third grade content standards in math. She is able to compare (M.3.1.1) and order numbers (M.3.1.2) less than 100, solve addition and subtraction problems and simple word problems (M.3.2). She has difficulty working problems involving spatial relationships and geometric patterns. Betty's lack of knowledge in the areas of spatial and geometric relationships negatively affects achieving grade-level math geometry standards.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

At the end of 36 weeks, Betty will identify geometric representations for points, lines, perpendicular lines, parallel lines, angles and rays (M.3.8) on weekly classroom tests an average of 9 out of 10 times.



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Do Standards-Based IEPs Require Placement in General Education Classrooms?



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No, But.....

- Some schools face issues associated with “highly qualified teachers” when providing instruction to students with disabilities.
- Large body of general education instructional strategies that are designed to address diversity of students within the general education classroom (e.g., Differentiated Instruction, Universal Design for Learning)



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New curricular practices are supporting systematic efforts to provide access.



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Materials	Evaluation
In Class Assignments	Homework Assignments

LESSON PLANNING FORM	
Pyramid	Agenda
What some students will learn.	
What most students will learn.	
What ALL students should learn.	

Pyramid Planning Form (Schumm,

Form (Schumm, Vaughn, & Leavett, 1994)

- Begins with expectations of differentiated outcomes, based on individual student needs, but all outcomes are aligned with identified standards, representing varying levels of complexity of the learning outcome



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Universal Design for Learning

Using flexible methods and materials to reduce curriculum barriers.



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UDL Tools Available Online




<http://www.cast.org/learningtools/index.html>






Learning Tools

New! **CAST Science Writer** **Free**
 Launched: 12/02/2009

A web-based writing tool that supports all students in the science report-writing process. [Learn More](#)



Learning Tools For:		Students	Teachers	Parents
New!  Free	CAST UDL Book Builder™ Launched: 08/24/2009 Enables educators to develop their own digital books to support reading instruction literacy learning. Learn More Grades: All Grades	✓	✓	✓
 Free	CAST UDL Curriculum Self-Check™ Helps educators build options and flexibility into each element of the curriculum in order to reach and engage all students. Learn More Grades: All Grades		✓	
 Free	CAST UDL Editions™ Publicized by Google around the world, UDL Editions is a model for presenting classic texts from world literature in a flexible online interface with just-in-time, individualized supports for struggling and expert readers alike. Learn More Grades: 5 and up	✓		

 Free	CAST UDL Guidelines A set of principles for designing curriculum that provides all individuals with equal opportunities to learn. Created at CAST and housed by the National Center on Universal Design for Learning. Learn More about the National Center on UDL Grades: Educators	✓	
 Free	CAST UDL Lesson Builder™ Helps educators to design lessons/units of study to meet the diverse learning challenges, skills, and background of students in today's classrooms. Learn More Grades: All Grades	✓	
New!  Free	CAST UDL Online Modules™ Launched: 08/17/2009 Two online modules that introduce the theory, principles, and application of Universal Design for Learning (UDL) to teacher candidates and in-service teachers. Learn More Grades: Educators	✓	
 Free	CAST Strategy Tutor™ Publicized by Google around the world, Strategy Tutor supports students and teachers doing reading and research on the Internet. Learn More Grades: 5 and up	✓	✓
 Free	CAST Teaching Every Student Explains and exemplifies Universal Design for Learning and its classroom applications. Also provides activities, model lessons, and toolkits to support educators. Learn More	✓	



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Collaborative partnerships between general and special educators are critical to the success of this new approach to program planning and implementation.



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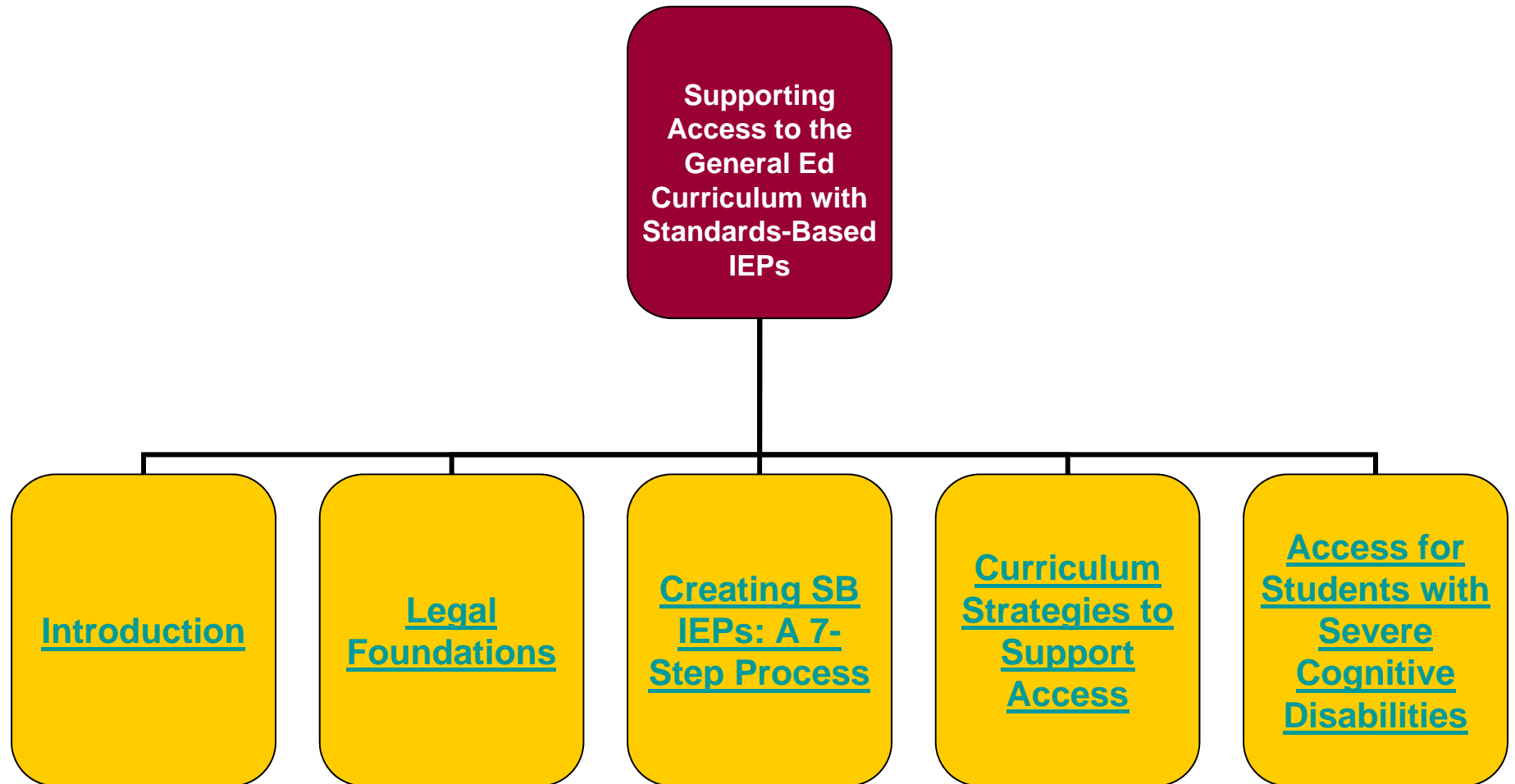
Professional Development Opportunities for School Personnel

- Online modules being created to teach concepts underlying standards-based IEPs as well as steps for implementation
- CEUs will be available for personnel who complete online modules
- Notification/more details will be available through JUMP Newsletter



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Series Scope and Sequence



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A Few Final Thoughts...

Placement decisions must be based on IEP content that ensures educational benefit by providing opportunities for higher achievement.



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With support, general education teachers who set high expectations, utilize research-based instructional practices and provide the necessary support for success, can maximize learning for ALL students.



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IEP team decisions ***profoundly*** affect how students with disabilities will meet the challenges of a standards-based educational system. Our limitations should not limit our students. We need to seek out effective “best practices” and be willing to try new approaches to planning and delivering instruction.



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